DOCUMENT RESUME

ED 023 101 CG 002 308

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A Study of the Relationship between the Student's Socio Economic Background and his Freshman Year in College.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 68

Note - 29p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968

EDRS Price MF - $0.25 HC - $1.55

Descriptors - *Academic Achievement, Attitudes, *College Freshmen, Research, *Socioeconomic Background, *Student Adjustment, Values

Identifiers - Educational Opportunities Grant

The general purpose of this study was to examine the influence of the student's background on his performance in terms of academic success and attitude change during his first year in college. In terms of academic success, as reflected by this study, it appears that the students from low socio-economic backgrounds perform better than other students. Their grade point average was higher, the percentage on academic probation was lower and the rate of withdrawals was less. This could reinforce the "Opportunity Program" philosophy regarding financial aid awards on the basis of need. In any event, on the basis of this study, it may be assumed that the student from a low socio-economic background does not find the influence of this background to have an adverse effect on his academic success in college. (AUTHOR)

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" A STUDY OF THE RELATIONSHIP BETWEEN THE STUDENT'S SOCIO-ECONOMIC BACKGROUND AND HIS FRESHMAN YEAR IN COLLEGE"

John D. Jones

Speech given at the APGA Convention, Detroit, April 7-11, 1968.

ED023101

CG 002 308

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INTRODUCTION

Since 1954 the enrollment in colleges and universities in the United States has more than doubled. Because of the importance of post-secondary education in today's world many students are enrolling in college who would only have dreamed of it a generation ago.

Much of this increase in enrollment has come from students who must be assisted in meeting the expenses of a college education. They are from families who cannot afford to send their children to college.

The development of large and sophisticated student financial aid programs in our colleges and universities has made it possible for almost anyone who has the desire to enroll in college. This has brought about a greater difference in the backgrounds of college students today in terms of cultural and social experiences as well as economic status.

The increase in enrollment and the vast difference in the backgrounds of students has caused problems for college administrators. Degree offerings and curriculum requirements have been affected by this change in student sub-cultures. Counseling centers have been loaded to the saturation point. Institutional research technicians are making every effort to provide data that will tell college officials more about their students than they presently know. The project proposed on the following pages attempts to meet this need at Arkansas A & M College.

DEFINITION OF TERMS

Academic Ability: The student's potential as measured by his achievement on the examination required for admission to Arkansas A & M College (The American College Test).

Academic Success: The grade point average reflects the level at which the student is succeeding. It is assumed that he is academically successful as long as he remains in college and remains in good standing academically (not on academic probation).

Academic Probation: Students are placed on academic probation when the cumulative grade point falls below minimum requirements. If the grades do not improve, the student is academically dismissed from college.

Attitude Changes: These are changes that occur in students' opinions and reactions to specific questions that are presented to them at the beginning of the year and again toward the end of the school year.

E.O.G.: This is the abbreviation for Educational Opportunity Grant which is a form of student financial aid made available to students with exceptional financial need. It is generally assumed that this form of aid is available only to students who could not attend college without it.

Higher Education Act of 1965: Public Law 89-329 was passed by Congress and signed into law by the President in 1965. Title IV of the act deals with Student Assistance Programs.

Group I: This is one of the groups used for the study. Each member of Group I is from a low socio-economic background. This is evidenced by the fact that each is the recipient of an Educational Opportunity Grant.

Group II: This represents the other group used in the study. This group is comprised of the same number of freshman men and women and has the same academic ability (as measured by the ACT) as Group I. The only significant difference, for the purpose of this study, is that they are not from a low socio-economic background.

A.C.T.: The American College Test is required for admission to Arkansas A & M College.

C.S.Q.: The College Student Questionnaire is an instrument designed to measure change in student's attitudes as well as gather a great deal of other information on students as groups.

Mean Composite Score: This figure reflects the average composite score of each group on the American College Test.

C.S.Q. - Part I: This refers to the first part of the College Student Questionnaire administered at the beginning of the school year.

C.S.Q. - Part II: This identifies the second part of the College Student Questionnaire administered during the sixth month of the school year.

Student Sub-cultures: Sociologist Burton Clark and Martin Trow have proposed an analytical model consisting of four student sub-cultures - the vocational, the academic, the collegiate and the non-conformist.

STATEMENT OF PURPOSE AND NEED

Purpose of the Study

The purpose of this study is to find out more about incoming freshmen at Arkansas A & M College. It is particularly directed in such a way as to find what differences exist and what changes occur between groups of students at Arkansas A & M College with different socio-economic backgrounds who have the same measured academic potential. This study evaluates two groups in terms of:

A. Academic success during their first semester in college.

B. The effect college has had on their attitudes and values.

From the assembled data, conclusions may be drawn as to how influential the student's socio-economic background has been on his successful adjustment to college. The data also indicates the relationship which exists between the student's background and his change in attitude after being exposed to a college environment.

In general, the purpose of the study is to examine the influence a college freshman's background has on his performance in terms of academic success and attitude change.

Need for the Study

This study provides information that may be used in several areas.

The Educational Opportunity Grant Program is relatively new in the field of Student Financial Aid. These federal grants were made possible by the Higher Education Act of 1965 with the first awards

being made for the fall semester of 1966. No studies had been made at Arkansas A & M College to determine the measure of success achieved by recipients of these grants. To this writer's knowledge, there has been no published study of this type made at any other institution.

In the fall of 1967 colleges and universities made Educational Opportunity Grants to a limited number of undergraduate students with exceptional financial need who required these grants in order to attend college.

According to part A, section 404B of Title IV, the Higher Education Act of 1965, eligibility for the Educational Opportunity Grant depends mainly on financial need but the student must be capable of maintaining a good standing in his course of study.

The U. S. Office of Education's interpretation of the congressional intent is that financial need be a fundamental requirement for award of this federal assistance but superior academic promise shall not. This program is generally accepted as an opportunity program and not a scholarship program, as many gift aid programs more typically are. This has brought about controversy.

Proponents of the "Opportunity Program" philosophy feel that, if given the opportunity, the student from a disadvantaged background will be more highly motivated and succeed in college at a rate comparable with students who have had more advantages. Advocates of this line of thought also feel that the student from the extremely low socio-

economic background will benefit more from college, even though his academic record may not be good in terms of grade point averages. It is believed that the college environment will have a greater effect on the values and attitudes of these students than on students from families who have had better opportunities from education. Financial aid officers who take this position make financial need the only eligibility requirement for an Educational Opportunity Grant.

Advocates of the "Scholarship Program" philosophy suggest that Educational Opportunity Grant recipients should display superior academic promise. They feel that if more rigid academic standards regarding eligibility requirements for the E.O.G. program are not maintained, the objectives of the program will not be achieved and millions of dollars will be wasted on students who are not capable of benefiting from the program.

This study provides significant data concerning the strengths and limitations of a financial aid program directed toward students with exceptional financial need.

Information gleaned from the study will be helpful in assisting the Institutional Committee on Student Affairs in making policy decisions with regard to financial aid awards. The study also provides data that will assist the college counseling center in knowing more about students for the purpose of individual counseling and institutional research.

DESIGN OF THE STUDY

In September of 1967, Arkansas A & M College enrolled 1,969 students. There were 544 freshmen required to complete the American College Test as a part of their admissions. Included in the freshman group were 79 recipients of Educational Opportunity Grants. This is a form of student financial aid made available to students with exceptional financial need. (Exceptional financial need being defined as the need of those students coming from families in which parents could contribute very little, if anything, toward the expenses of post secondary education).

The following information reflects the academic abilities of all E.O.G. recipients as compared to non-E.O.G. recipients, the entire freshman class, and the averages of students at three state institutions in southern Arkansas (Southern State, Henderson State and Arkansas A & M) that required the American College Test for admission.

1967 ENTERING FRESHMEN	ACT COMPOSITE SCORE MEAN	NUMBER
A&M E.O.G. Recipients	16.2	79
A&M Non-E.O.G. Recipients	16.7	465
A&M Freshman Class	16.6	544
Southern Arkansas State Colleges	16.7	2,053

The two groups selected for this study were taken from members of the 1967 freshman class at Arkansas A & M College. Group I includes

students from extremely low socio-economic backgrounds. Each student selected for Group I was a recipient of an Educational Opportunity Grant. The Group I sample was selected by using each E.O.G. recipient who could be identically matched with another member of the freshman class with regard to A. Classification (beginning freshmen) B. Sex (male were matched with male, and female with female) and C. Academic ability (as measured by the composite standard score on the American College Test).

Group II members were identified by randomly choosing members of the incoming freshman class who could be identically matched on an individual basis with the members of Group I.

Each group is composed of 65 members. The principal difference in the two groups, for the purpose of this study, is that they have different backgrounds in terms of social and economic status. Statistical information that describes the two groups is as follows:

	MALE	FEMALE	TOTAL NUMBER	AMERICAN COLLEGE TEST MEAN COMPOSITE SCORE	PARENT'S AVERAGE ANNUAL INCOME *
GROUP I	39	26	65	16.6	Less than $4,000
Group II	39	26	65	16.6	$6,000 - $8,000

* Computed from students' estimate of parents' annual income.

As the school year proceeded, data were assembled to determine how E.O.G. recipients compared with other members of the freshman class in terms of academic success as reflected by comparative grade point averages, percentages of withdrawals, and percent of the group on academic probation.

Another dimension to the study includes a measurement of attitude changes that occur during the freshman year. These attitudes were measured by administering Part I of the College Student Questionnaire at the beginning of the fall semester. Part II of the College Student Questionnaire was administered to these same two groups during the sixth month of their freshman year. Changes that occur in the Student's attitudes and values are identified by comparing the results of the two questionnaires.

Finanlly an attempt is made to categorize the freshman class at Arkansas A & M College by using the two groups to establish a profile of the sub-cultures of the class.

INSTRUMENTS

American College Test

The American College Test is an instrument used to measure abilities in four areas: English, Mathematics, Social Studies and Natural Science. A composite score represents the student's overall score on the test.

The American College Test is a requirement for admission to Arkansas A & M College. Most students take the test during their senior year of high school or during the summer prior to enrolling in college in the fall.

College Student Questionnaire

The College Student Questionnaire is one of the recent developments of the Educational Testing Service. It was constructed essentially as an institutional research instrument and was designed for research and description of groups of students rather than individuals.

There are two questionnaires -- Part I and Part II. C.S.Q. Part I is for administration to entering students (freshmen, transfers). It is divided into four sections. Part I contains questions about:

1. Educational and vocational plans and expectations.
2. Activities, achievements, and perceptions during secondary school.
3. Family background.
4. Certain personal attitudes.

C.S.Q. Part II is for administration to any group of undergraduates toward the close of the academic year. It is in three sections, two of which duplicate parts of C.S.Q. Part I. The purpose in constructing overlapping instruments is to enable study of student change during the college year.

C.S.Q. Part I (only)

Motivation for grades

Family social status

C.S.Q. Part I & Part II

Family Independence

Peer Independence

Liberalism

Social Conscience

Cultural Sophistication

C.S.Q. Part II (only)

Satisfaction with Faculty

Satisfaction with Administration

Satisfaction with Major

Satisfaction with Students

Study Habits

Extra Curricular Involvement

ANALYSIS OF THE DATA

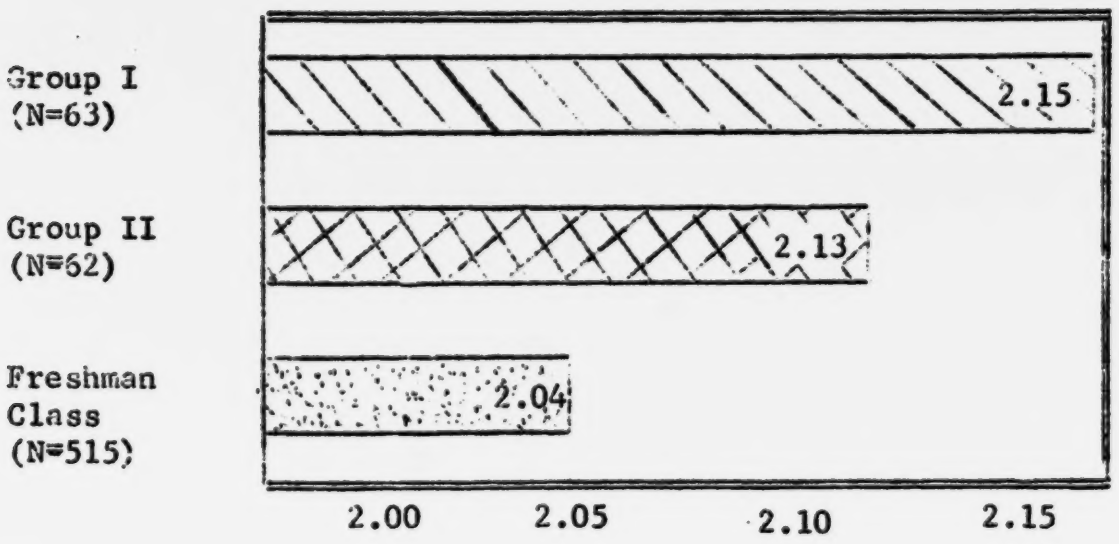
For organizational purposes, the data is categorized in the following order: Academic Success, Group Data, Attitude Change, Student Subcultures and Summary of the Analysis.

ACADEMIC SUCCESS

Academic success, for the purpose of this study, is defined as Performance in terms of grade point averages, Academic Standing with regard to probation, and Withdrawals as measured by rate and reason. When we keep in mind that both Group I and Group II are endowed with the same academic ability as measured by the admission test (ACT), it becomes interesting to note the relationship of the two groups in terms of academic success.

Table I graphically illustrates the comparison of semester grade point averages of Group I, Group II and the entire freshman class. The entire freshman class data is shown in order to provide an index for the two experimental groups.

TABLE I - SEMESTER GRADE POINT AVERAGES

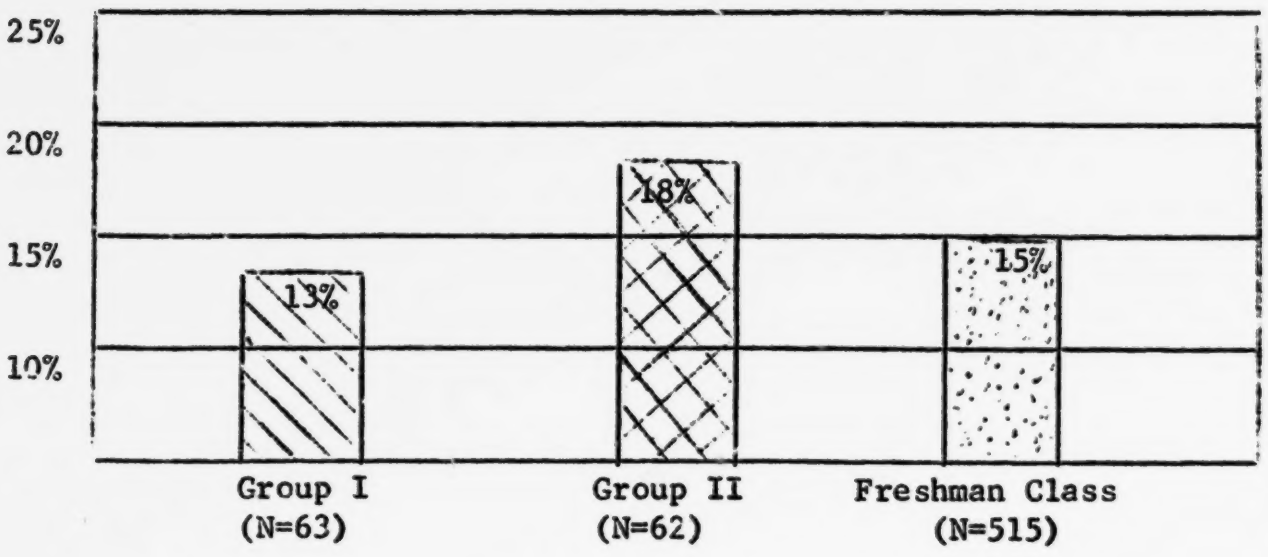


It is interesting to note that Group I has a mean grade point average of 2.15, which is slightly higher than Group II (2.13) and considerably higher than the entire freshman class average (2.04) even though the academic ability of each group, as measured by the ACT, is the same (16.6) mean composite score).

Minimum standards for good academic standing, after the first semester, require that a freshman student must have at least a grade point average of 1.25 based on a system where A is 4.00, B is 3.00, C is 2.00 and D is 1.00. Students are placed on academic probation when their grade point averages fall below the minimum requirement. When on probation, students are not considered to be in good standing academically.

Table II reflects the comparison between Group I, Group II and the entire freshman class regarding the percentage of each group that was placed on academic probation following the fall semester.

TABLE II - PERCENTAGE OF STUDENTS ON ACADEMIC PROBATION



Student withdrawals represent the number who officially withdrew during the fall semester and also who did not re-enroll for the spring semester. Table III indicates that Group I had the lowest rate (9%) of withdrawals when compared with Group II (15%) and the entire freshman class (15%).

TABLE III - WITHDRAWALS

	Withdrawals During First Semester *	Did Not Enroll Second Semester **	Total Withdrawals	Percentage of Withdrawals
GROUP I	2	4	6	9%
GROUP II	3	7	10	15%
FRESHMAN CLASS	24	60	84	15%

An effort was made to determine the reason for withdrawal from college by members of Group I and Group II. A questionnaire was mailed to the 6 members from Group I and 10 members from Group II who withdrew.

Responses from 5 Group I members indicated the following reasons for withdrawal:

1. Ill health.
2. Married (This reason was given by 2 respondents).
3. I was offered a job that was too good to refuse.
4. I did not really want to attend college in the first place.

* Students who officially withdrew during the first semester and did not re-enroll for the second semester.

** This number does not include students who transferred to another instutution.

In Group II category, 8 of the 10 withdrawals responded to the survey. Their reasons for withdrawing were:

1. I do not have the ability to pass courses in my major field.
2. I wanted to start earning a living now (This reason was given by 2 respondents).
3. I did not really want to attend college in the first place (This reason was given by 4 respondents).
4. I am tired of school (This reason was given by 2 respondents).

The results of the survey does not reveal any meaningful difference between the groups as to the reasons for withdrawing from college. If is interesting to note that neither group gave financial difficulty as a reason.

GROUP DATA:

Data pertaining to the 2 groups involved were obtained after analyzing the results of both parts of the College Student Questionnaire. The data are arranged in a way as to reflect the image of the groups regarding: Motivation for Grades, Family Social Status, Family Independence, Peer Independence, Liberalism, Social Conscience, Cultural Sophistication, Satisfaction with Faculty, Satisfaction with Administration, Satisfaction with Major, Satisfaction with Students, Study Habits; and Extra-curricular Involvement.

DESCRIPTION OF THE GROUP DATA SCALES

(MG) Motivation for Grades refers to a relatively strong desire to earn good marks in school. High MG scores represent the respondent's belief that others (e.g., teachers, classmates) regard him as a hard worker, that the respondent, in his own estimation, studies extensively and efficiently, is capable of perseverance in school assignments, and considers good grades to be personally important. Low scores indicate lack of concern for high marks.

(FS) Family Social Status is a measure of the socio-economic status of the respondent's parental family. The scale is comprised of 5 questions. The 5 items have to do with: father's occupation, father's education, mother's education, family income, and father's nationality-ethnic background.

(FI) Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend

to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.

(PI) Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness.

(L) Liberalism is defined as a political-economical-social value dimension. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

(SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scorers express concern about poverty practices, graft in government, and the like. Low scores represent lack of concern or apathy about these matters.

(CS) Cultural Sophistication refers to a sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of

philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of humanities.

(SF) Satisfaction with Faculty refers to a general attitude of esteem for instructors. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

(SA) Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical, perhaps contemptuous view of an administration that is varously held to be arbitrary, impersonal and overly paternal.

(SM) Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High Scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental proceedures, the quality of instruction received, and the level of personal achievement with one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work.

(SS) Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are percieved to be characteristic of the student body. Low scores imply disapproval of certain characteristics

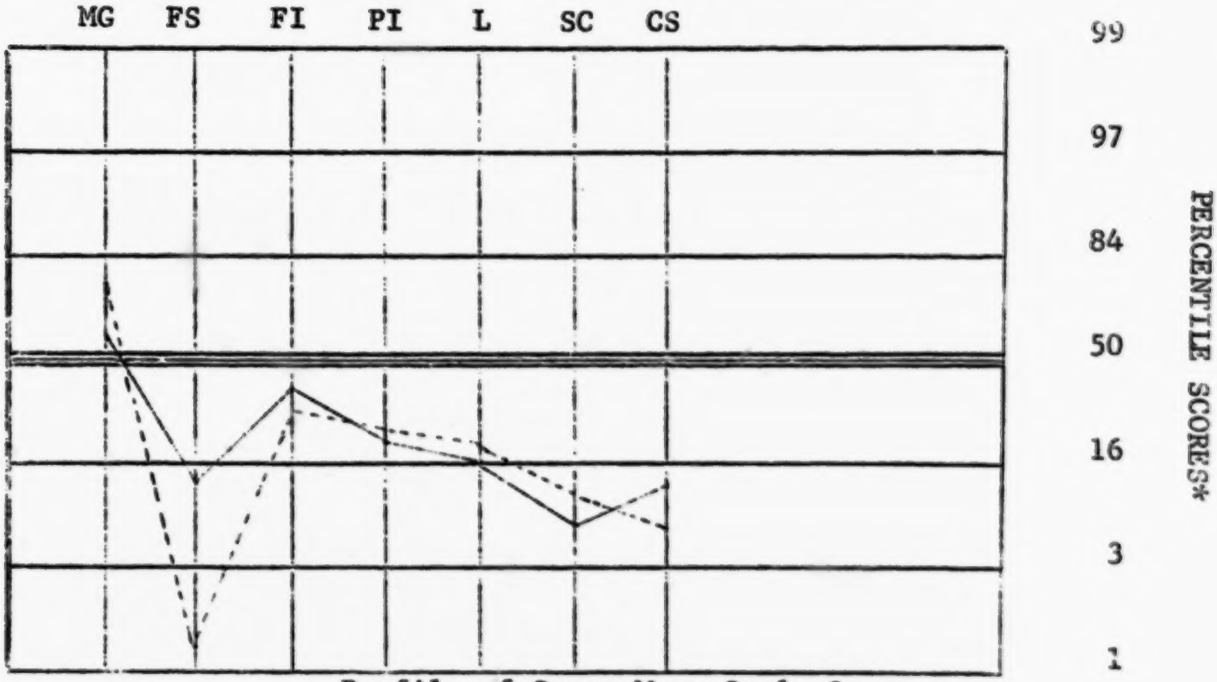
that are attributed to the over-all student body.

(SH) Study Habits refers to a serious, disciplined, orientation toward academic obligations. High scores represent a perception of extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements.

(EI) Extracurricular Involvement is defined as relatively extensive participation in organized extracurricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, pre-professional clubs, and the like. Low scores represent disinterest in organized extracurricular activities.

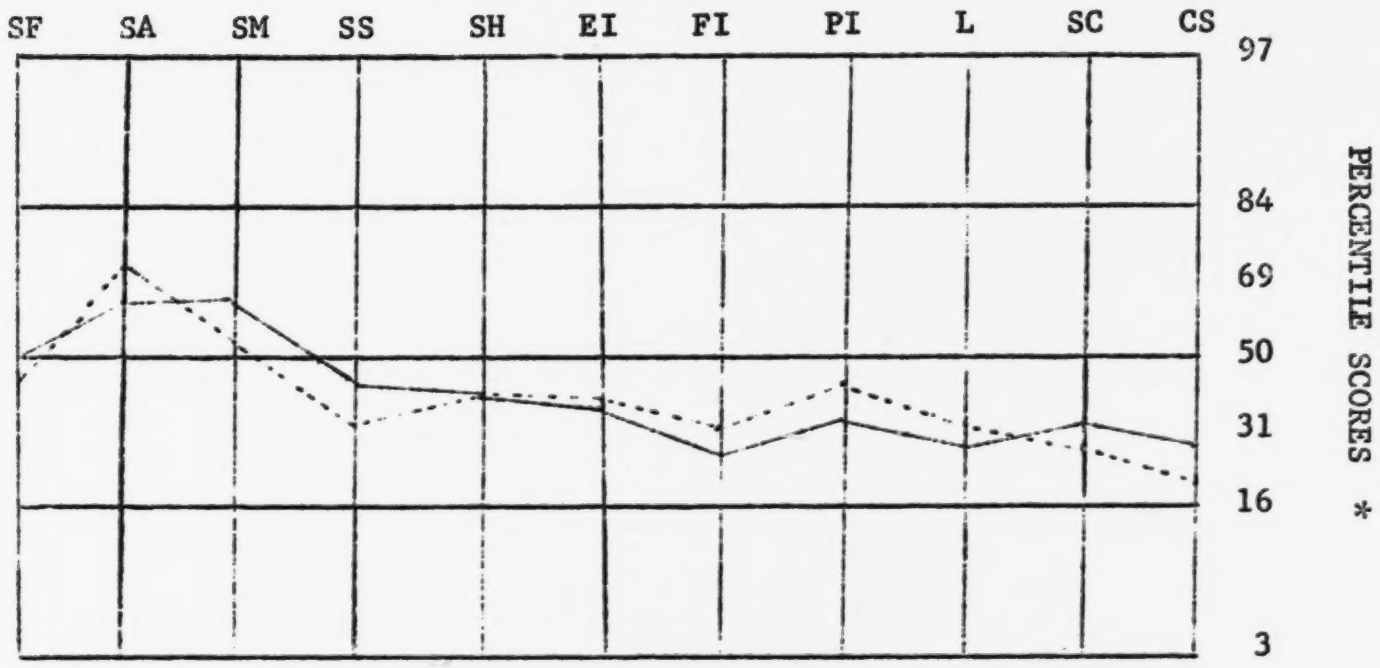
Tables IV and V graphically illustrate the relationship between Group I, Group II and National Norms in terms of 13 scales in Part I and Part II of the College Student Questionnaire.

TABLE IV - PART I OF THE C.S.Q.



Profile of Group Mean Scale Scores

TABLE V - PART II OF THE C.S.Q.



Profile of Group Mean Scale Scores

Group I -------

Group II ———

* Percentile Scores are based on a sample that was constructed from approximately 13,000 entering freshmen at 48 colleges in 1965.

ATTITUDE CHANGES

There are 5 scales which appear on both Part I and Part II of the C.S.Q. The purpose of this overlapping is to provide a method for determining how students' attitudes change during their first year in college.

Table VI lists Group I and II Scale Score Means for both parts of the questionnaire. The table also shows variances that indicate change in attitudes that occurred during the lapse of time between Part I (Fall) and Part II (Spring).

TABLE VI - OVERLAPPING SCALES OF PARTS I AND II OF THE C.S.Q.

		FI	PI	L	SC	CS
GROUP I	Part I (Fall semester)	19.02	22.88	23.85	26.29	18.92
	Part II (Spring semester)	19.97	23.29	23.50	25.63	19.85
	Attitude Change	+.95	+.41	-.35	-.66	+.93
GROUP II	Part I (Fall semester)	19.08	22.32	23.34	25.61	19.04
	Part II (Spring semester)	19.22	22.29	23.31	25.82	20.70
	Attitude	+.14	-.03	-.03	+.21	+1.66

Scale Score Means for: Family Independence, Peer Independence, Liberalism, Social Conscience and Cultural Sophistication.

STUDENT SUBCULTURES

A procedure for classifying students, according to the typology described by sociologists Burton Clark and Martin Trow, is included in the study. The 4 student subcultures and a description of each are as follows:

Vocational - Students in this category embrace a philosophy that emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored by them. Their concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

Academic - Students subscribing to this philosophy, while not ignoring career preparation completely, assign greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities aspects of college life are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

Collegiate - Students in this subculture feel that besides occupational training and scholarly endeavor an important part of

college life exists outside the classroom, laboratory, and library. Extracurricular activities, living group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

Non-Conformist - This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college - organized extracurricular activities, athletics, traditions, the college administration - are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often contempt for many aspects of organized society.

Table VII reflects the level at which the 2 groups involved in the study identify with the subcultures outlined above. The table also illustrates the relationship between these groups and comparative data provided by Educational Testing Service. This comparative data represents "Normative" data on a national scale for student subcultures of entering freshmen.

TABLE VII - STUDENT SUBCULTURES

	GROUP I			GROUP II			FRESH. NATL. NORMS *		
	C.S.Q. PART I	C.S.Q. PART II	IDENTITY CHANGE	C.S.Q. PART I	C.S.Q. PART II	IDENTITY CHANGE	C.S.Q. PART I	C.S.Q. PART II	IDENTITY CHANGE
VOCATIONAL	40%	41%	+ 1%	46%	33%	- 13%	28%	24%	- 4%
ACADEMIC	14%	8%	- 6%	18%	19%	+ 1%	20%	20%	0
COLLEGIATE	41%	32%	- 9%	31%	38%	+ 7%	42%	43%	+ 1%
NON-CONFORMIST	5%	17%	+ 12%	6%	10%	+ 4%	4%	7%	+ 3%

*Data are bases on a sample that was constructed from approximately 13,000 entering freshmen at 48 colleges.

SUMMARY OF THE ANALYSIS

The general purpose of this study was to examine the influence of the student's background on his performance in terms of academic success and attitude change during his first year in college.

In terms of academic success, as reflected by this study, it appears that the students from low socio-economic backgrounds perform better than other students. Their grade point average was higher, the percentage on academic probation was lower and the rate of withdrawals was less. This could reinforce the "Opportunity Program" philosophy regarding financial aid awards on the basis of need. In any event, on the basis of this study, it may be assumed that the student from a low socio-economic background does not find the influence of this background to have an adverse effect on his academic success in college.

Analysis of the C.S.Q. data provides information that may give insight into the reason for the success of this group. The motivation for grades scale in Table IV indicates that the group with a low socio-economic background is more highly motivated toward academic success than are students in the other group. This table also illustrates the difference in the family social status of the 2 groups used in the study and reinforces the method of selecting participants for each group. Other than motivation for grades and family social status, there are no prominent differences reflected by the group data scales.

Attitude changes as reflected by Table VI indicate that a student's socio-economic background may effect the rate of change in his attitude in some areas. It appears that students from low socio-economic backgrounds become less dependent so far as their attitudes toward parents

and peers are concerned. However, their political-economic-social value dimension becomes more conservative than that of the other students. It is interesting to notice that, regarding social conscience and cultural sophistication, the attitudes of students from higher socio-economic backgrounds change at a more rapid rate. This would seem to indicate that the influence of a college environment on attitude change is effected by the student's socio-economic background.

Analysis of the student subculture data indicates that the student's background not only influences his general educational philosophy, but also affects greater change in the group with which he identifies during his first year of college.

Table VII suggests that at the beginning of the school year students from low socio-economic backgrounds were more closely identified with the Vocational and Collegiate philosophy and perceived themselves as being less oriented toward the Academic and Nonconformist. However, during the year a higher percentage of students from Group I tended to change their identity to the Nonconformist subculture. It could be that this group has not really decided what is to be valued and is in a sense searching for meaning in life. According to the table Group I students become less interested in the Academic and Collegiate philosophy as the year progressed with practically no change in their attitude toward Vocational preparation. This is a somewhat different reaction than was expressed by Group II. As the school year progressed, Group II students became more inclined toward the Academic, Collegiate and Nonconformist philosophies while demonstrating a definite loss of interest in the Vacational philosophy.

It is interesting to notice that Group II scores on the second part of the C.S.Q. are much closer to the national norms for freshmen than are Group I scores. This would seem to indicate that the influence of the college environment tended to effect students from higher socio-economic backgrounds and students that comprised the national normative group in somewhat the same manner, while students from low socio-economic backgrounds reacted differently to the influence of college life.

In conclusion, it would seem that the objectives of this study have been achieved. Data have been collected that should be beneficial in counseling students and institutional policy decision making. This study has resulted in a great deal more being known about incoming freshmen at Arkansas A & M College and the effect the college has had on their attitudes and values.